

**SHREWSBURY PUBLIC SCHOOLS**

**SCHOOL IMPROVEMENT PLAN**

**Walter J. Paton School**

**Spring 2007**

**DISTRICT MISSION STATEMENT**

*The Shrewsbury Public Schools, in partnership with the community, will provide students with the skills and knowledge for the 21<sup>st</sup> century, an appreciation of our democratic tradition, and the desire to continue to learn throughout life.*

**SCHOOL MISSION STATEMENT**

*Walter J. Paton School is a respectful community dedicated to nurturing the natural curiosities and creative abilities of its children. Paton provides its students with the academic and interpersonal building blocks necessary to become lifelong learners in our changing world. Every member of the Paton community is empowered and responsible to strive for excellence in all they do.*

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**Part I                      SIGNATURE PAGE**

| Name                     | Signature |
|--------------------------|-----------|
| Co-Chair: Jayne Wilkin   |           |
| Co-Chair: Teresa Bashant |           |
| Wendy Bell               |           |
| Erin Canzano             |           |
| Tammy Evans              |           |
| Jessica Flinn            |           |
| Coreen Hawley            |           |
| Mary Beth Leifer         |           |
| Christina Manos          |           |
| Ron Sanguinet            |           |

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Anthony J. Bent, Ed. D., Superintendent of Schools

Date

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**Part II            DEMOGRAPHICS**

**School Information:**

Paton School has 359 students enrolled in grades one through four. There are 4 classrooms at each grade level. Our average class sizes are:

|          |             |
|----------|-------------|
| Grade 1: | 19 students |
| Grade 2: | 26 students |
| Grade 3: | 20 students |
| Grade 4: | 24 students |

**Student Information:**

|                            |     |
|----------------------------|-----|
| Native American            | 1%  |
| African American           | 1%  |
| Asian                      | 4%  |
| Hispanic                   | 2%  |
| White                      | 91% |
| Other/ Mixed-Race          | 1%  |
| Special Education          | 13% |
| Low Income                 | 7%  |
| Limited English Proficient | 4%  |

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**Staff Profile 2006-2007**

|                             |   |
|-----------------------------|---|
| Gr. 1 Teachers              | Karen Catalanotti                           |
|                             | Coreen Hawley                               |
|                             | Linda Lepiesza                              |
|                             | Bryan Mabie                                 |
| Gr. 2 Teachers              | Tiffany Back                                |
|                             | Joan Carlson                                |
|                             | Ann Early                                   |
|                             | Kristine Gustafson                          |
| Gr. 3 Teachers              | Wendy Bell/Jessica Flinn (job share)        |
|                             | Pamela Darling                              |
|                             | Colleen Maiuri/Wendy Moran (job share)      |
|                             | Lisa Papazian                               |
| Gr. 4 Teachers              | Barbara Connolly                            |
|                             | Mary Beth Leifer                            |
|                             | Neal Riley                                  |
|                             | Kathy Soderstrom                            |
| Instructional Specialists   | PE: Cindy Barko                             |
|                             | PE: Tim Hickey                              |
|                             | Health: Cathie Burgholzer                   |
|                             | Music: Georgia Demarky-Anderson             |
|                             | Art: Elisa LaChance                         |
|                             | Media Aide: Rosemary Royer                  |
| Instructional Support       | Instructional Coach: Lisa McCubrey          |
|                             | Reading Tutor: Linda McQuade                |
|                             | English Language Learners: April Walling    |
|                             | Speech Therapist: Deborah Friedman          |
|                             | Special Education Teacher: Carla Mack       |
|                             | Special Education Teacher: Elyse Malins     |
|                             | Inclusion Specialist:<br>Jessica Ormondroyd |
|                             | Psychologist: Deena Sebell                  |
| Aides                       | Gr. 1: Mary Gill                            |
| (includes instructional and | Gr. 2: Barbara Boschetto                    |
| Special education aides)    | Gr. 2 & 3: Kristin Muntz                    |
|                             | Gr. 3: Marcia Stech                         |
|                             | Gr. 4: Doris Sullivan                       |
|                             | Gr. 4: Kevin Langford                       |
| Nurse                       | Annette Hanson                              |
| Secretary                   | Pamela Panarelli                            |
| Custodian                   | Tim Hayes                                   |
| Principal                   | Jayne Wilkin                                |

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**Part III Summary of Assessments**

**MCAS Scores for 2005-2006**

| Grade and Subject                                   | Advanced/<br>Above<br>Proficient |       | Proficient |       | Needs<br>Improvement |       | Warning/<br>Failing |       | Students<br>Included |
|---|----------------------------------|-------|------------|-------|----------------------|-------|---------------------|-------|----------------------|
|   | School                           | State | School     | State | School               | State | School              | State |                      |
| <b>GRADE 03 -<br/>READING</b>                       | 39                               | 18    | 49         | 40    | 11                   | 34    | 1                   | 8     | 95                   |
| <b>GRADE 03 -<br/>MATHEMATICS</b>                   | 13                               | 4     | 73         | 48    | 11                   | 32    | 4                   | 16    | 95                   |
| <b>GRADE 04 -<br/>ENGLISH<br/>LANGUAGE<br/>ARTS</b> | 12                               | 8     | 65         | 42    | 22                   | 39    | 0                   | 12    | 81                   |
| <b>GRADE 04 -<br/>MATHEMATICS</b>                   | 25                               | 15    | 27         | 25    | 47                   | 45    | 1                   | 15    | 81                   |

**AYP Status 10/06**

|                                    |                      |                      |                                 |                       |                                 |  |
|------------------------------------|----------------------|----------------------|---------------------------------|-----------------------|---------------------------------|--|
| <b>English<br/>Language Arts</b>   |                      |                      |                                 |                       |                                 |  |
| Cycle IV<br>Performance<br>Rating: | <b>VERY<br/>HIGH</b> | Performance<br>Data: | State Target<br>80.5            | Cycle IV CPI<br>93.8  |                                 |  |
| Cycle IV<br>Improvement<br>Rating: |                      | Improvement<br>Data: | Baseline CPI<br>93.1            | Gain<br>Target<br>1.4 | On Target<br>Range<br>93.1-97.0 |  |
| Accountability<br>Status:          | <b>No Status</b>     |                      | Cycle IV<br>AYP<br>(Aggregate): | 2005<br>Yes           | 2006<br>Yes                     |  |
|                                    |                      |                      |                                 |                       |                                 |  |
| <b>Mathematics</b>                 |                      |                      |                                 |                       |                                 |  |
| Cycle IV<br>Performance<br>Rating: | <b>HIGH</b>          | Performance<br>Data: | State Target<br>68.7            | Cycle IV CPI<br>84.1  |                                 |  |
| Cycle IV<br>Improvement<br>Rating: |                      | Improvement<br>Data: | Baseline CPI<br>82.3            | Gain<br>Target<br>3.5 | On Target<br>Range<br>83.3-88.3 |  |
| Accountability<br>Status:          | <b>No Status</b>     |                      | Cycle IV<br>AYP<br>(Aggregate): | 2005<br>Yes           | 2006<br>Yes                     |  |
|                                    |                      |                      |                                 |                       |                                 |  |

CPI = Composite Performance Index. A CPI rating of 90-100 is very high; 80-89 is high.  
No Status = aggregate and subgroups met AYP.

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**Summary of DRA2/QRI Scores**

Percentage of Students Above the Benchmark:

|               | 10/06 | 12/06      | 3/07       |
|---------------|-------|------------|------------|
| Grade 1       | 96%   | 89%        | 77%        |
| Grade 2       | 62%   | 78%        | 88%        |
| Grade 3       | 86%   | 86%        | 86%        |
| Grade 4 (QRI) | 82%   | Not tested | Not tested |

The DRA2 (Developmental Reading Inventory) is an individually administered test that measures reading accuracy, fluency, and comprehension.

**Summary of Proficiency Levels for Everyday Mathematics Secure and Developing/Secure Skills by Grade Level:**

|        | Grade 1 | Grade 2 | Grade 3 | Grade 4 |
|--------|---------|---------|---------|---------|
| Unit 1 | 90%     | 91%     | 89%     | 90%     |
| Unit 2 | 89%     | 97%     | 90%     | 89%     |
| Unit 3 | *       | 91%     | 97%     | 86%     |
| Unit 4 | 97%     | 91%     | 96%     | 87%     |
| Unit 5 | *       | 94%     | 96%     | 90%     |

\* No secure or developing / secure skills in this unit

These end-of-unit assessments include individual oral, small group "slate," and whole class written measures to determine a students' understanding of the concepts taught. In the Everyday Mathematics program, skills are categorized as:

Secure: the child should be able to apply the skill or concept independently

Developing: the child should have some understanding; however some misunderstandings still occur.

Developing/Secure: the child demonstrates understanding, but not consistently / independently. D/S skills "become" secure skills in upcoming units.

**Part IV          Review of Current Year**

The Paton School community prides itself as a positive, child-centered, learning environment. Students are challenged, involved, assisted, and encouraged to work with others as they grow as learners and citizens. We believe that all students can learn, and learn well. We continue to provide a challenging curriculum based on the Massachusetts standards. Curricular highlights have featured an emphasis on reading and writing at higher levels, full implementation of the Everyday Math program, and enrichment of our science and social studies units. Use of the standards based report card, and emphasis on "essential and important to know" skills and knowledge have supported our efforts. We continue to analyze results from MCAS testing, reading and math

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assessments, district and Paton common assessments to improve student performance, and share effective teaching practices. Large class sizes at grade 2 and 4, and the decrease in instructional aides, have presented challenges to teachers. As a result, our faculty has shouldered a greater burden than in previous years, and cannot continue to make up for the loss of staff and resources. We will likely see the impact of these reduced resources on student achievement over time.

Teachers and specialists at Paton School are highly qualified, committed, and always learning. Our efforts to sustain our respectful community have featured Paton Pride meetings and awards, and continued use of the responsive classroom approach to build children's social competencies. We also benefit from an active student council, as well as community service learning projects, supported by parents and the community, and facilitated by dedicated PTO Chairs in sponsoring events such as collecting food for local food pantries, clothing and books for those in need, and ongoing visits to Shrewsbury Nursing Home.

We continue to well utilize our art, music, and media classrooms. Space for special education services has also been an asset. We do continue to struggle with the shared space of our café-gym-atorium, an undersized media center, and a relatively small plot of land for our daily comings/goings and parking.

**Update on Goals from the 2006-07 School Improvement Plan:**

- MCAS performance improved by 7% in Grade 3 Reading, and by 2% Gr. 4 English Language Arts. There was a decline of 5% in grade 4 Mathematics. The grade 3 math test was a new test in 2006, so there is no comparative data. Faculty met in October to review MCAS results, developed plans to improve children's performance, and we continue to implement them. Grade three and four teachers also set MCAS improvement targets
- Grade level teams reviewed DRA2 results, with needed interventions planned. Most of the children falling below the benchmark are working with special educators or our reading tutor; however there were several children in the second grade whose needs could not be accommodated in the reading tutor's 15-hr/week schedule, given the size (average 26) of those classes. Aggregate DRA2 data shows notable gains in grade two, consistent levels of performance in grade 3, and a decline in first grade scores over time. This is due in part to the increasing demands of reading in grade one, in comparison with the beginning of the year. We are in the process of modifying the reading tutor's schedule so that she may provide more support in first grade, and increased frequency in third grade.
- Teachers are successfully implementing the Everyday Math program, using a revised pacing guide that will provide instruction of all units for each grade level by year's end. Grade level teams are meeting regularly to review the progress of students with secure and developing/secure skills, share successful teaching methods, and intervention strategies. Unfortunately with the elimination of the curriculum specialist position, we have no longer have staff dedicated to working with struggling math learners. Classroom teachers are making efforts to provide review of needed skills at school, and making suggestions for home reinforcement. Teachers and parent volunteers provided before school Taming the Meanies math facts practice for approximately a dozen third and fifteen fourth graders.



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- Grade 1 and 2 teachers have mapped the social studies standards across the school year, and we have added modest resources as funds have allowed, for those areas where our gr. 1 & 2 core program (Exploring Where and Why) has limited materials/lessons. Grade 4 social studies teachers have begun planning units for the study of Canada and Mexico. All teachers have “experienced” the sample grade 5 social studies MCAS test, which will be administered later this year.
- All grades have benchmarked the science standards to insure we are addressing those in our trimester units of study. Each grade level has developed / refined at least one common assessment for the grade level. A Corridor Nine Chamber of Commerce grant allowed us to add a modest amount of resources in the area of physical science for all grade levels. Fourth grade teachers have examined the performance of former students on the grade 5 science MCAS test.
- Morning grade level meetings have allowed for the above teacher collaboration to occur, where the focus has been on examining student proficiency, sharing successful teaching strategies, and curriculum development work. Additionally grade level content leaders have met with colleagues from grades 1, 2, 3 and 4 to focus on English language arts, math, science and social studies.
- Our most generous PTO has funded enrichment programs to support science, social studies, and language arts. Field studies have further supported student learning.
- Staff members participated in district professional development activities, which focused on English Language Arts instruction, and teaching students whose second language is English. At the building level, teachers worked to define expected learning outcomes, strengthen reading comprehension, writing, and inquiry based science instruction during PD days, and before / after school sessions. Appreciation to these staff members who have played a leadership role in these PD activities: Wendy Bell, Joan Carlson, Karen Catalanotti, Lisa Papazian, and Kathy Soderstrom
- Paton Pride meetings have highlighted reading, math, community service learning, and character education. A Paton Pride meeting is planned to support social studies learning in April. Student council members play a critical role in emceeding these meetings.
- Paton School faculty have continued use of the responsive classroom model to build students’ social competencies. We continued with Paton Pride meetings and Paton Pride awards, and several community service learning projects have emphasized respectful community goals. Three of our instructional aides participated in Level 1 responsive classroom training this year.
- Teachers continue to use newsletters to communicate classroom learning with families. The monthly PTO newsletter, weekly notices from the school office, and our school website help to provide information about school-wide goings on.
- Parent pick-up procedures were changed to provide for greater student safety.
- The remaining half of our 56-year-old cafeteria tables were replaced with ones that provide more student and staff safety.

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- Specialist scheduling allows limited access to the art room on two days during the week; however our combination café-gym-atorium significantly impacts scheduling of grade level activities and whole school events.
- With the elimination of Technology Specialists, our Media Research room has been under utilized, all but three of the desktop computers have been removed and used to replace classroom computers that were not functional. Instead, our ELL and Reading Tutors have used the Media Research Room for small group instruction/offices.

**Other Significant Accomplishments**

- All teachers have met the highly qualified requirement, as specified by the Massachusetts Dept. of Education.
- All classroom teachers have worked with our part-time instructional coach, focusing on improvement of students' reading fluency and comprehension, writing, and mathematics.
- Paton faculty provided Two Family Math Nights, and an evening workshop for parents about improving reading comprehension. These provided parents with information to support and extend their children's learning.
- Parent volunteers and PTO have supported a school wide reading program (Touring USA) which has encouraged children to read books set in our nine regions and fifty states. We celebrated students' "travel" with members of the Worcester Tornadoes, Representative Polito, and Senator Augustus. Thanks to the Corridor 9 Chamber of Commerce for awarding a grant that allowed us to add books about our country to our Media Center.
- We held Science Investigation Days in March, which allowed each classroom to share their science learning with a group of students from a younger grade level. Grade one children were honored to share their balance and motion study with fourth graders.
- "Whole grade celebrations" have allowed students to highlight student learning for parents as follows:
  - Grade 4 Invention Convention
  - Grade 3 Massachusetts Biography Oral Presentations
  - Grade 2 True Stories of Achievement Research
  - Grade 1 Readers' Theatre (coming later in the year)
- We are again grateful to the Kyle Johnson Memorial Grant, which has allowed us to add curriculum resources of approximately 400 books in reading, science and social studies
- Our Gift of Knowledge program, under the leadership of parent volunteer Julie Matozel, Media Aide Rosemary Royer, and district Elementary Media Specialist Martha Paine, has been very successful in adding books to our library.

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**Part V PLANS FOR SUBSEQUENT YEAR/Anticipated Goals (2007-2008)**

Once MCAS results are received, teachers will review results and make any needed adjustments to these goals.

| <b>Goal A:</b> Improve student performance in reading at all grade levels, as measured by MCAS results, where a goal of 2% improvement is indicated by the CPI information. An 88% level of students at the benchmark will be the goal for DRAs. |  |              |  |
|--|--|--------------|--|
| Action Step  | Who is Responsible?  | Timeline     | Evidence of Achievement                  |
| A1. Analyze student performance. Develop and implement action plan.  | Teachers, Special Educators, Instructional Coach, Principal                | Sept. - June | MCAS scores grades 3 and 4, student work |
| A2. Analyze student performance. Develop and implement action plan.  | Teachers, Special Educators, Instructional Coach, Reading Tutor, Principal | Oct. – Mar.  | DRA2/QRI scores, student work            |
| A3. Provide interventions for students performing below expectations.  | Teachers, Special Educators, Instructional Coach, Reading Tutor            | Sept. - June | Ongoing data collection, student work    |

| <b>Goal B:</b> Improve student performance in math at all grade levels, as measured by MCAS results, where a goal of 4% improvement at fourth grade, and 2% at third grade, are indicated by the CPI information. |   |              |  |
|---|---|--------------|--|
| Action Step   | Who is Responsible?   | Timeline     | Evidence of Achievement                  |
| B1. Analyze student performance. Develop and implement action plan.   | Teachers, Special Educators, Instructional Coach, Principal | Sept. - June | MCAS scores grades 3 and 4, student work |
| B2. Analyze student performance. Develop and implement action plan.   | Teachers, Special Educators, Instructional Coach, Principal | Sept. - June | Unit Assessment results, student work    |
| B3. Provide interventions for students performing below expectations.   | Teachers, Special Educators, Instructional Coach            | Sept. - June | Ongoing data collection, student work    |

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**Goal C:** Improve student performance in writing at all grade levels. Teachers will meet to decide upon rubrics that can be used for specified writing assignments and to set grade level expectations.

| Action Step   | Who is Responsible?                      | Timeline     | Evidence of Achievement  |
|---|--|--------------|--|
| C1. Use grade level and staff meeting time to focus on writing expectations | Teachers, Instructional Coach, Principal | Sept. - June | Articulation of expectations, agendas, MCAS long comprehension results |
| C2. Provide Professional Development to meet these expectations.            | TBA                                      | Oct.         | Agenda, application of strategies in classrooms, student work          |
| C3. Use rubrics and exemplars to teach and evaluate student writing         | Teachers, Instructional Coach, Principal | Sept. - June | Student work   |

**Goal D:** Analyze trends in student performance in science and social studies. In the area of science, where we have 2006 baseline data, we will hope to improve the performance of Paton students on grade 3 and 4 curriculum topics by 2%. In the area of social studies, alignment with “essential” and “important to know” skills and knowledge will be the focus.

| Action Step   | Who is Responsible?                      | Timeline    | Evidence of Achievement   |
|---|--|-------------|---|
| A1. Analyze student performance on grade 5 science MCAS test. Develop and implement action plan.        | Teachers, Instructional Coach, Principal | Nov. - June | MCAS scores for former Paton grade 5 students                       |
| A2. Analyze student performance on grade 5 social studies MCAS test. Develop and implement action plan. | Teachers, Instructional Coach, Principal | Nov. - June | MCAS scores for former Paton grade 5 students if available from DOE |